**2009 Paraprofessional Training Grant**
**Evaluation Rubric**

**Purpose of the Grant**

The purpose of this grant is to provide paraprofessionals serving students with disabilities opportunities to expand their knowledge and skills in the delivery of services through the following methods and activities:

1. In-service training based on the specific needs of a district or school and its paraprofessionals. Examples of in-service training topics are foundations of special education; characteristics of learners; assessment and evaluation; instructional content and practice; planning and management; student behavior and social interactions; communication and collaboration; professional and ethical practice; Crisis Prevention Institute (CPI); and cardiopulmonary resuscitation (CPR).

2. Assistance to special education paraprofessionals in passing a formal state or local academic assessment to reach "highly qualified" status.

3. Assistance to special education teachers to improve their knowledge and skills in supervising and mentoring paraprofessionals, which may include in-service training, participation in the CSPD Capacity Building Coach Training, and college or university coursework.

4. Production of paraprofessional policy and procedures (paraprofessional handbook or training manual) or the revision of this document if it has significant areas of weakness.

"Paraprofessional" is defined as an instructional or non-instructional aide or comparable staff position that provides educationally-related services to students with disabilities.

**Example of Budget Line Item Descriptions**

An applicant should budget grant funds for YEAR 1 in a manner that best meets the education agency's needs but in accordance with what is required and allowed. The example provided below demonstrates the format in which expenses must be shown in the budget. Grant evaluators should dock up to 5 points for failure to follow directions.

The applicant should substitute its own substitute and ERE rates.

Funding designated for the development or revision of paraprofessional policy and procedures or handbook that governs paraprofessional conduct or training must be identified as such and may not exceed $1,000.

Funding designated for special education teacher supervision or mentoring training must be identified and may not exceed $5,000.

Instructional (paraprofessional, teacher) or non-instructional (administrator, behavior coach, bus driver, etc.) staff should be identified and expenses documented under the appropriate Function Code (Support Services 2100, 2200, 2600, 2700 or Support Services - Admin 2300, 2400, 2500, 2900) as demonstrated in the example.

| Function Code | Object Code | Amount | Description |
|---|---|---|---|
| Support Services 2100, 2200, 2600, 2700 | | | |
| Salaries | 6100 | | 12 paraprofessional stipends to attend in-service outside scheduled school day @ 15 (less ERE) x 20 hours = 195 |
| | | | 1 teacher trainer stipends to conduct training outside scheduled school day @ 200 (less ERE) x 4 training |

| | | | |
|---|---|---|---|
| | | | days = 520<br><br>12 teacher stipends to attend in-service mentoring training outside scheduled school day @ 25 (less ERE) x 2 hours = 600<br><br>2 Instructional staff stipends for handbook revision @ 25 (less ERE) x 20 hrs 325 |
| Employee Benefits | 6200 | | Employee benefit rate @ 0.35 |
| Purchased Professional Services | 6300 | | Contracted professional services of XYZ Training Center for the provision of paraprofessional in-service training = 3000<br><br>Contracted professional services from Jane Doe, PhD, for the provision of supervision/mentoring in-service training = 3000<br><br>1 registration fees for CPI training x 200 = 400<br><br>Registration fee for CSPD Capacity Building Coach Training @ 800 |
| Purchased Property Services | 6400 | | |
| Other Purchased Services | 6500 | | Tuition paid to NAU for special education teacher 3 credits x 255 = 765<br><br>Maricopa County travel for instructional staff attending CPI train-the-trainer:<br>150 miles x 0.445 = 66.75<br>1 night lodging Jan 1 – Mar 31 = 141<br>M&IE = 54 |
| Supplies | 6600 | | NAU course text book @ 150<br><br>2 reams of paper for revised handbook x 25 = 50<br><br>ABC paraprofessional training curriculum for in-service training @ 500 |
| Other Expenses | 6800 | | |
| Support Services - Admin 2300, 2400, 2500, 2900 | | | |
| Salaries | 6100 | | Non-instructional staff stipends for handbook revision @ 25 (less ERE) x 10 hrs = 162.50 |
| Employee Benefits | 6200 | | Employee benefit rate @ 0.35 |
| Purchased Professional Services | 6300 | | 1 non-instructional staff CPI trainer re-certification fee @ 150 |

| Purchased Property Services | 6400 | | |
|---|---|---|---|
| Other Purchased Services | 6500 | | Maricopa County travel for instructional staff attending CPI train-the-trainer:<br>150 miles x 0.445 = 66.75<br>1 night lodging Jan 1 – Mar 31 = 141<br>M&IE = 54 |
| Supplies | 6600 | | |
| Other Expenses | 6800 | | |
| Indirect Cost | | | |
| Restricted Indirect Cost Rate 0 % | 6910 | | Approved restricted indirect cost rate @ 5% maximum |
| Capital Outlay | | | |
| Property | 6700 et. al. | | ABC Mentoring Training Software & licenses @ 500 |

## Budget

| Budget Instructions | Budget Review | Action |
|---|---|---|
| Expenditures that support the training of classroom teachers, instructional aides, and parents should be placed under Support Services 2100, 2200, 2600, 2700.<br><br>Expenditures that support training of administrative staff and other non-instructional staff, including professional service providers (e.g., occupational therapists, speech therapists, etc.) and non-instructional aides, should be placed under Support Services - Admin 2300, 2400, 2500, 2900.<br><br>Education agencies may apply for up to $15,000 per year for this grant. Expenses are limited to only the items listed below.<br><br>**Activities Supported by Grant Funding**<br><br>▪ In-service training focusing on sustained learning for paraprofessionals who have instructional support duties for special education students.<br><br>▪ Paraprofessional preparation for taking a state or local academic assessment, including in-service training, tutoring, practice tests, and taking the exam.<br><br>▪ Participation in the CSPD Capacity Building Coach Training, pre-service (college or university courses, and in-service training of special education teachers to improve paraprofessional supervisory and mentoring skills. This does not include actual supervision and mentoring, as these should be part of the assigned duties of the supervising/mentoring teacher. The budget should be constructed so as to be able to identify a maximum of $5,000 that will be used for this purpose (see *Example of Budget Line Item Descriptions* below).<br><br>▪ Training of staff trainers in CPI and CPR.<br><br>▪ Production of paraprofessional policy and procedures (paraprofessional handbook or training manual) or the revision of this document if it has significant areas of weakness. | □ The budget should reflect expenditures as outlined in the Budget Directions column to the left (also see budget example provided).<br><br>□ The amount of tuition is based on the number of special education teachers x the number of credits x the IHE's per-credit tuition rate.<br><br>□ Check that all expenditures are correctly identified (i.e., funding used for paraprofessionals and teachers should be placed in Support Services 2100, 2200, 2600, 2700; funding used for non-instructional staff should be placed in Support Services - Admin.<br><br>□ Funding for paraprofessional | Applicants were provided an example of budget line item descriptions in the RFP and instructed to follow that format.<br><br>Dock up to 5 points for failure to follow directions in the design of the budget as outlined in the example with attention paid to the column to the left. |

1. Salaries 6100

   Addendum to contract or stipends as regulated by district or school policy up to $200 per 6 – 8 hour day or up to $25 per hour (less the district or charter school ERE rate):

   - For paraprofessionals to participate in grant in-service trainings that are scheduled outside the regular school day or calendar.

   - For special education teachers to participate in supervisory or mentoring in-service trainings that are scheduled outside the regular school day or calendar (part of the additional allowed $5,000); addendum to contract or stipends may not be provided to special education teachers who are attending college or university courses.

   - For district or charter school professional staff members to plan and conduct paraprofessional in-service trainings that are scheduled outside the regular school day or calendar.

   - For district or charter school professional staff members to plan and conduct special education teacher in-service trainings that are scheduled outside the regular school day or calendar (part of the additional allowed $5,000).

   - For district or charter school staff members to revise the current paraprofessional policy and procedures (limited to $1,000; project must be completed by November 1)

   Stipends are not available for special education teachers enrolled in college courses or participating in the CSPD Capacity Building Coach Training.

   Substitutes

   - For paraprofessionals attending grant in-service trainings that are scheduled during school hours

   - For instructional and non-instructional staff facilitating or conducting grant in-service trainings for instructional and non-instructional staff that are scheduled during school hours

   - For special education teachers participating in the CSPD Capacity Building Coach Training on Fridays

2. Employee Benefits 6200

   Items listed in Salaries 6100 must have employee benefits listed at the district or charter school employee benefits rate.

3. Purchased Professional Services 6400

   - Contracted professional services for the provision of in-service professional development activities for paraprofessionals and supervisor or mentoring teachers (part of the additional allowed $5,000) as described in the *Project Proposal* (identify trainer name(s) and/or organization(s) in the *Budget* and *Project Proposal*)

   - College or university tuition (pre-service) and related fees for coursework for special education teachers to improve supervision and/or mentoring skills; tuition expenditures should reflect cost per credit hour (part of the additional allowed $5,000)

   - Registration fees for special education teachers participating in the CSPD Capacity Building Coach Training (part of the additional allowed $5,000)

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training (including P&Ps or handbook development/revision) may not exceed $15,000.

- Funding designated for the development or revision of paraprofessional P&Ps or handbook, if applicable may not exceed $1,000.

- Funding designated for teacher supervision/mentoring training, if applicable may not exceed $5,000.

- Mileage should be broken out by number of round trip miles x $0.445.

- Lodging should be broken out by number of travelers x number of nights x rate (determined by the time of year).

- M&IE (meals, etc.) should be broken out by number of travelers x number of days x M&IE rate.

- Non-essential, explanatory information should not be provided.

- Indirect cost must be placed in Restricted Indirect Cost Rate 6910 or Operation of Non-Instructional Services 3000, Other Expenses 6800.

- 5% maximum indirect cost amount may be listed in Restricted Indirect Cost Rate 6910 or Operation of Non-Instructional Services 3000, Other Expenses 6800.

- Registration fees for trainer staff to participate in train-the-trainer or recertification CPI and/or CPR training (identify training and attending staff in the *Budget* and *Project Proposal*)

- One academic assessment test fee[1] per paraprofessionals (identify assessment name in *Budget*)

4. Other Purchased Services 6500

- Travel expenses including mileage, lodging, and meal allowance at the state rate for staff that will be attending train-the-trainer or recertification CPI and/or CPR training and/or CSPD Capacity Building Coach Training for those located outside Maricopa County. Mileage may be budgeted for staff traveling within Maricopa County

- One state or local assessment practice test per paraprofessional (identify assessment name in *Budget*)

Mileage = $0.445/mile.

| Primary Destination | County | Begin | End | Lodging | M&IE |
|---|---|---|---|---|---|
| | All counties not specified | | | $60 | $34 |
| Grand Canyon/Flagstaff | Coconino (Except The City Limits Of Sedona) | Oct 1 | Oct 31 | $81 | $39 |
| | | Nov 1 | Feb 28 | $65 | $39 |
| | | Mar 1 | Sep 30 | $81 | $39 |
| Kayenta | Navajo | | | $71 | $49 |
| Phoenix/Scottsdale | Maricopa | Oct 1 | Dec 31 | $103 | $54 |
| | | Jan 1 | Mar 31 | $141 | $54 |
| | | Apr 1 | May 31 | $109 | $54 |
| | | Jun 1 | Aug 31 | $74 | $54 |
| | | Sep 1 | Sep 30 | $103 | $54 |
| Sedona | Counties | Oct 1 | Feb 28 | $107 | $59 |
| | City Of Sedona Which Falls Within Yavapai And Coconino | Mar 1 | May 31 | $118 | $59 |
| | | Jun 1 | Sep 30 | $107 | $59 |
| Sierra Vista | Cochise | | | $66 | $34 |

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[1] Funds from this grant may not be used to pay for late registrations; test center or test date changes; standby charges; score-by-phone requests; score verifications; file corrections; additional score reports; and additional test fees for paraprofessionals who do not pass the assessment the first time.

| | | Oct 1 | Dec 31 | $83 | $44 |
|---|---|---|---|---|---|
| Tucson | Pima | Jan 1 | Mar 31 | $119 | $44 |
| Yuma | Yuma | ▨▨▨▨▨▨ | | $71 | $34 |

5. Supplies 6600

   Supplies identified by title include:
   - Library or resource materials (e.g., books, videos, DVDs, etc.)
   - One state or local assessment study guide per paraprofessional (identify by name in *Budget*)
   - Subscription to paraprofessional periodicals
   - Text books for college or university coursework
   - Training curriculum used in in-service training
   - Training videos used in in-service training

   General supplies (paper, pencils, binders, etc.) are not allowed with this grant's funding

   Funding used to support teacher supervision/mentoring in-service training or pre-service coursework must be identified as part of the additional allowed $5,000.

6. Approved Restricted Indirect Cost

   The maximum allowed approved restricted indirect cost rate is 5%. If you are applying for a grant for the next fiscal year, and you are reasonably sure that you will have an approved restricted indirect cost rate but do not yet know what that rate will be, you may use the 5% maximum amount. After the publication of next year's Indirect Cost Rates and official grant web approval, you will be required to adjust the indirect cost amount and reduce the budget.

   If the GME system does not allow placement of indirect cost in Restricted Indirect Cost Rate 6910, place the 5% indirect cost amount in Operation of Non-Instructional Services 3000, Other Expenses 6800. You will be allowed to move this to the appropriate line at a later date.

7. Property 6700 et. al.

   Software and associated licenses used in in-service training of paraprofessionals and/or special education teachers (identify by title in *Budget* and *Proposed Project*)

## Funding Beneficiaries and Low Performing Schools [5 points]

| Criteria | Action |
|---|---|
| Under the column titled:<br><br>"School Name", provide the name of the school that has instructional aides who will receive training funded by this grant.<br><br>"# Sped Paras", list the number of paraprofessionals who provide instructional support to students with disabilities and who are participating in the grant (i.e., receiving training funded by the grant).<br><br>"# Sped Teachers", list the number of special education teachers with supervision/mentoring responsibilities who will be receiving tuition benefits or other training from this grant.<br><br>"# Sped Students", list only the number of students with disabilities who receive instructional support services provided by a paraprofessional (this **should not be** the total special education enrollment).<br><br>"Underperforming", list all areas (math, reading, and writing) where the school has been identified as underperforming; indicate "AYP" if the school was unable to meet AYP; indicate "School Improvement Plan" if the school is on a School Improvement Plan. [5 points] | Award the application 5 points if one or more schools are listed as underperforming, and/or was unable to meet AYP, and/or is on a School Improvement Plan. |

## Needs Assessment [30 points]

The applicant was required to assess the current conditions and identify the most pressing problems related to the training of your paraprofessionals. Examine policy, procedures, and practices; and also provide evidence of the applicant's hardship and difficulty in addressing these problems.

| Criteria | 10 points | 5 points |
|---|---|---|
| 1. Number of previous *Paraprofessional Training* grants awarded from Fiscal Year 2000 – present (see Grants Management Home Page, Project Summary) [0 = 10 points; 1 = 5 points] | Applicant has not previously been awarded a *Paraprofessional Training* grant. | Applicant has been awarded one previous *Paraprofessional Training* grant. |

| Criteria | 10 points | 4 – 9 points | 0 – 3 points |
|---|---|---|---|
| 2. Summarize formal or informal policy and procedures for paraprofessional training. Included in the summary should be:<br><br>a. A description of a paraprofessional handbook/training manual or undocumented practices, including:<br>- Table of contents or topics covered; and<br>- Dissemination or training procedures.<br><br>b. A description of incentives such as stipends to attend training, salary increases, scholarships, tuition reimbursement, recognition, etc.;<br><br>c. Identification of inconsistencies, gaps, barriers, weaknesses, and/or areas in need of revision of the current paraprofessional handbook or manual governing paraprofessional training or conduct. | All points are addressed by:<br><br>- Thorough description of the current formal or informal P&Ps for paraprofessionals including:<br>  □ Table of contents or topics covered;<br>  □ Procedures for specified issues such as the use of restraints, behavior management, IEP process, etc.;<br>  □ Outline of paraprofessional responsibilities;<br>  □ Use/non-use of incentives, etc.<br><br>- Identification of at least three specific areas of weakness with the written or non-written paraprofessional P&Ps; discusses in detail the consequences or impact of these weaknesses. | Narrative includes:<br><br>- Description of current formal or informal paraprofessional P&Ps and the use/non-use of incentives in generalized terms; evaluators have questions about substance or P&Ps, its use, etc.<br><br>- Identification of area(s) of weakness with the written or non-written paraprofessional P&Ps; discussion of the consequences of these weaknesses lacks detail. | Inadequate information to make a judgment on this section is provided. |

## Needs Assessment (continued)

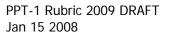| Criteria | 10 points | 4 – 9 points | 0 – 3 points |
|---|---|---|---|
| 3. Discuss the current in-service training plan or opportunities for paraprofessionals. This should include, but not be limited to:<br><br>a. Outline of annual training modules provided to all paraprofessionals; outline of incoming paraprofessional orientation;<br><br>a. Description of paraprofessional preparation in working with students with disabilities;<br><br>b. Collaboration with community organizations to provide training to paraprofessionals;<br><br>c. Other issues that are appropriate and that would demonstrate the current state of training opportunities.<br><br>d. Summary of the plan's strengths and weaknesses. | All points are addressed by:<br><br>▪ Description of current in-service training plan or opportunities (or the lack of) as described in the Criteria column to the extent that the evaluators have a clear understanding of their status; evaluators do not have questions.<br><br>▪ Discussion of follow-up efforts (or lack of) to ensure proper implementation or use of new material.<br><br>▪ Identification of specific strengths of the plan & the impact of training on paraprofessionals & students with disabilities &/or<br><br>▪ Identification of specific weaknesses of the plan and consequences of these weaknesses to paraprofessionals & students with disabilities.<br><br>_____<br><br>The applicant does not offer any in-service training or provide other opportunities but describes in great detail the impact & consequences this has on special education teachers, paraprofessionals, & students with disabilities. This includes descriptions of attitude or morale, academic and other student achievement, school climate, etc. | Narrative includes:<br><br>▪ Description of a training plan or opportunities (or lack of) in generalized terms; evaluators have questions about topics, trainers or facilitators, training relevancy, follow-up procedures that ensure implementation of new material, etc.<br><br>▪ Identification of plan strengths including some detail describing the impact of the training on paraprofessionals and students with disabilities and/or<br><br>▪ Identification of weaknesses in the plan with some detail describing the consequences of these weaknesses to paraprofessionals & students with disabilities.<br><br>_____<br><br>The applicant does not offer any in-service training or provide other opportunities but describes with some detail the impact & consequences this has on special education teachers, paraprofessionals, & students with disabilities. This includes descriptions of attitude or morale, academic and other student achievement, school climate, etc. | Inadequate information to make a judgment on this section is provided. |

## Needs Assessment (continued)

| Criteria | 10 points | 4 – 9 points | 0 – 3 points |
|---|---|---|---|
| 4. Review additional training needs that have not been discussed.  Examples of these may be:<br><br>  a. An unexpected increase in enrollment of students with profound disabilities or who are medically fragile that requires specialized staff training;<br><br>  b. A high percentage of special education paraprofessionals who are not yet in compliance with *NCLB* and *IDEA* highly qualified requirements and need assistance in passing the state or local assessment;<br><br>  c. Lack of paraprofessional knowledge and skills in specific content areas such as math and language that require content-specific training;<br><br>  d. Lack of special education teacher knowledge and skills to effectively supervise and/or mentor paraprofessionals working with their students;<br><br>  e. Data from paraprofessional and teacher surveys that demonstrate specific areas that should be addressed through training. | This section provides an exemplary narrative that includes:<br><br>▪ Description of additional training needs that are backed up by substantial narrative proof & statistics documenting these as significant training needs.<br><br>▪ Teacher & paraprofessional training needs surveys including questions, dissemination, & summary of results; it is clear that contribution from teachers and paraprofessionals is sought & valued. | Narrative includes:<br><br>▪ Description of additional training needs that are backed up by some narrative proof & statistical documentation.<br><br>▪ Teacher & paraprofessional training needs surveys is discussed but lacks elaborative documentation. | Inadequate information to make a judgment on this section is provided. |

## Project Proposal [45 points]

This section will describe the planned methods to implement training opportunities, service provision, and accountability mechanisms. This section must demonstrate clear links to the *Needs Assessment* and *Budget*.

| Criteria | 5 points | 2 – 4 points | 0 points |
|---|---|---|---|
| **Paraprofessional In-service Training Plan**<br><br>Outline a plan that will address the training needs as identified in the *Needs Assessment*. Paraprofessional in-service training plan should include:<br><br>1. A draft training event calendar for the first year of the grant with:<br> ▪ Anticipated training dates<br> ▪ Training topics<br> ▪ Instructor/facilitator names and qualifications<br> ▪ Expected outcomes for each training topic<br><br>Include in the in-service training plan the following topics if applicable:<br> ▪ Content areas that were identified in *Identification of Schools*<br> ▪ New or revised paraprofessional handbook or training manual identified in *Policy & Procedures Revision*.<br> ▪ CPI and/or CPR training (see #5 below) | Draft in-service training plan:<br><br>▪ Is in date order.<br><br>▪ Lists training topics compatible with information in the *Needs Assessment*; including, if applicable:<br>  ▫ content areas identified in *Identification of Schools*;<br>  ▫ newly created or revised paraprofessional handbook or training manual (see *Policy & Procedures Revision* below);<br>  ▫ CPI and/or CPR training.<br><br>▪ Instructor/facilitator qualifications aligned with the training topic.<br><br>▪ Relevant, succinct, & measurable outcomes for each training topic.<br><br>▪ Overall clear & concise; easy to navigate & understand. | Draft in-service training plan:<br><br>▪ Is in date order.<br><br>▪ Lists training topics compatible with information in the *Needs Assessment*; including, if applicable:<br>  ▫ content areas identified in *Identification of Schools*;<br>  ▫ newly created or revised paraprofessional handbook or training manual (see *Policy & Procedures Revision* below);<br>  ▫ CPI and/or CPR training.<br><br>▪ Instructor/facilitator qualifications aligned with the training topic.<br><br>▪ Outcomes are too general or not significant or measurable.<br><br>▪ Has too little/too much information; is difficult to grasp. | ▪ The draft training calendar is not provided or is unsubstantiated by documentation in the *Needs Assessment* or<br><br>▪ If applicable:<br>  ▫ content areas of underperformance identified in *Identification of Schools* are not listed as training topics;<br>  ▫ newly created or revised P&Ps or paraprofessional handbook (see *Policy & Procedures Revision* below) is not listed as a training topic.<br>  ▫ CPI and/or CPR training is not listed as a training topic. |

| Criteria | 10 points | 4 – 9 points | 0 – 3 points |
|---|---|---|---|
| 2. Training curriculum and/or software programs that will be purchased for use in training, including the purpose of the curriculum/software program; the process used in curriculum/software program selection; summary of the scientifically-based research that supports it; how it will be used in training, etc.; | ▪ Training curriculum/software programs identified by title.<br><br>▪ Clearly defined purpose of the item; identification of the training need it will address.<br><br>▪ Selection process (who, how it was found, others that were investigated).<br><br>▪ Summary of scientifically-based research that supports its use.<br><br>▪ Summary of its use to train.<br><br>Add 2 bonus points if additional relevant information not listed in the "Criteria" column to the left is provided. | Narrative identifies 2 – 4 bulleted items listed under the "10 points" column. | Inadequate information to make a judgment on this section is provided. |

| Criteria | 10 points | 4 – 9 points | 0 – 3 points |
|---|---|---|---|
| 3. Procedures to track proficiency and accomplishments of paraprofessionals as a result of the training; a follow-up plan to ensure implementation and sustainability of new knowledge and skills gained from the training. | Comprehensive, well developed proficiency tracking procedures & follow-up plan including:<br><br>▪ Identification of a timetable & tracked issues.<br><br>▪ Identification of data & data collections methods.<br><br>▪ Encouragement of paraprofessional contribution into the process.<br><br>▪ Periodic observation, measurement, & documentation of application of new knowledge, skills, & proficiency.<br><br>▪ Appropriate follow-up activities for paraprofessionals needing remedial help in application of new knowledge & skills.<br><br>▪ Identification of those responsible to ensuring implementation of tracking & follow-up. | Narrative identifies 2 – 5 bulleted items listed under the "10 points" column to the left; narrative lacks some detail. | Inadequate information to make a judgment on this section is provided. |
| Criteria | 10 points | 4 – 9 points | 0 – 3 points |
| 4. If funds will be used for training or re-certification of CPI and/or CPR staff trainers, describe this training, the organization that conducts the training, training dates, and location; identify by position/function the staff trainers who will attend this training. | Train-the-trainer narrative:<br><br>▪ Identifies & describes training.<br><br>▪ Aligns this training to *Needs Assessment* to substantiate appropriateness as a grant activity.<br><br>▪ Identifies the organization providing the training.<br><br>▪ Lists dates & location of training.<br><br>▪ Identifies position/function of staff attending the training; documents how each will use this training at the local level. | Narrative identifies 2 – 5 bulleted items listed under the "10 points" column to the left (one of these must be bullet #2; narrative lacks some detail. | Inadequate information to make a judgment on this section is provided. |

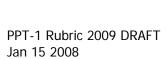| Criteria | | Meets | Fails to Meet |
|---|---|---|---|
| **Academic Assessment**<br><br>State or local academic assessment to achieve highly qualified status, if applicable:<br><br>1. Number of paraprofessionals who will be taking the assessment to become highly qualified;<br><br>2. A training or tutoring plan;<br><br>3. Procedures to monitor success and assist individuals who struggle or do not pass.<br><br>Although there are no points attached to this section, #2 and #3 must be adequately addressed. An application that does not meet the minimum criteria described in the Evaluation Rubric must revise this section using input from the grant evaluators prior to official grant approval. This will delay the release of funding. | Training or tutoring plan describes:<br><br>▪ A draft calendar of pre-test activities that will be conducted or a process that identifies paraprofessional weaknesses (training plan).<br><br>▪ The services that will be provided.<br><br>▪ The person responsible for providing said services.<br><br>▪ How successes and struggles will be monitored.<br><br>▪ Action taken if a paraprofessional does not pass the test. | Mark "Meets" on Score Sheet.<br><br>No further action is required. | Mark "Fails to Meet" on Score Sheet.<br><br>Provide comments that will assist the applicant in revising this section of the grant. |
| Criteria | | Meets | Fails to Meet |
| **Policy & Procedures Revision**<br><br>The paraprofessional handbook or training manual that is non-existent or has significant areas of weakness as identified in the *Needs Assessment* must be revised as part of grant activities. The revision plan should include:<br><br>1. Description of the document that will be revised and how it will be used.<br><br>2. Positions/functions of the individuals who will revise the document.<br><br>3. Document development process including contributions or review by board members and administrative and instructional staff, training in implementation, etc.<br><br>Although there are no points attached to this section, it must be adequately addressed. An application that does not meet the minimum criteria described in the Evaluation Rubric must revise this section using input from the grant evaluators prior to official grant approval. This will delay the release of funding. | This section describes:<br><br>▪ The document that will be developed or revised including what the document is, its purpose, how it will be used.<br><br>▪ Addressing of weaknesses outlined in *Needs Assessment*.<br><br>▪ A list of staff who will be involved in the development/revision process and their staff positions/functions.<br><br>▪ An outline of what must be done to complete and disseminate this project. | Mark "Meets" on Score Sheet.<br><br>No further action is required. | Mark "Fails to Meet" on Score Sheet.<br><br>Provide comments that will assist the applicant in revising this section of the grant. |

## Supervising or Mentoring Teacher Training [5 points]

Additional funding up to $5,000 may be requested for training activities designed to help special education teachers to become more proficient in supervising and mentoring the paraprofessionals that work with them. ADE/ESS/CSPD encourages the development of special education supervision/mentoring in-service training that can be added to the district or charter school professional development calendar, since this is an effective and economical method of sustainable training. Also available is participation in the CSPD Capacity Building Coach Training (see *Appendix G, Capacity Building Coach Training*) and college or university coursework.

If funding is to be used for supervising or mentoring teacher training, the need must be identified in the *Needs Assessment*.

| Criteria | | Meets | Fails to Meet |
|---|---|---|---|
| **Teacher Pre-service**<br><br>Provide the names of all special education teachers who will enroll in college or university courses to improve supervisory and/or mentoring skills. Include:<br><br>1. The name of the teacher<br><br>2. The university or college (IHE) providing the course<br><br>3. Course number<br><br>4. Course title<br><br>5. Course description (may be obtained from a catalog or web site) | Lack of special education teacher knowledge and skills to effectively supervise and/or mentor paraprofessionals working with their students must be described in the *Needs Assessment*.<br><br>Courses should contribute in some way to increasing knowledge and skills of a special education teacher in supervision or mentoring of paraprofessional. | Mark "Meets" on Score Sheet.<br><br>No further action is required. | Mark "Fails to Meet" on Score Sheet.<br><br>Provide comments that will assist the applicant in revising this section of the grant. |
| **Criteria** | | **Meets** | **Fails to Meet** |
| **Teacher In-service**<br><br>Provide information for special education teachers who will be involved in in-service or other training to improve supervisory and/or mentoring skills. Include:<br><br>1. Estimated number of participating teachers<br><br>2. The training provider or facilitator, including position/function<br><br>3. Training title<br><br>4. Expected outcomes for the training topic | Lack of special education teacher knowledge and skills to effectively supervise and/or mentor paraprofessionals working with their students must be described in the *Needs Assessment*.<br><br>Expected outcomes align with what would be expected for training in supervision or mentoring. | Mark "Meets" on Score Sheet.<br><br>No further action is required. | Mark "Fails to Meet" on Score Sheet.<br><br>Provide comments that will assist the applicant in revising this section of the grant. |

| Criteria | | Meets | Fails to Meet |
|---|---|---|---|
| **CSPD Capacity Building Coach Training**<br><br>Provide contact information for each special education teacher who will be attending the CSPD Capacity Building Coach Training.<br><br>1. Provide the name of the teacher who will attend the training.<br><br>2. Provide position information such as LD teacher, resource room teacher, etc.<br><br>3. List the telephone contact information for this person.<br><br>4. List the e-mail contact information for this person. | Lack of special education teacher knowledge and skills to effectively supervise and/or mentor paraprofessionals working with their students must be described in the *Needs Assessment*. | Mark "Meets" on Score Sheet.<br><br>No further action is required. | Mark "Fails to Meet" on Score Sheet.<br><br>Provide comments that will assist the applicant in revising this section of the grant. |

## Other Funding Source Contributions [10 points]

*IDEA* capacity building grants must be used to pay for grant-related expenses that are outlined in *Appendix A, Funding Information, Allowable Expenditures*. Grant funding is limited and was not meant to cover all expenses that will be incurred by the grant activity. Applicants must consider other funding sources that may support grant efforts and document the in-kind contributions and other resources in this section.

Some examples of in-kind contributions and other supporting resources might be:
- A portion of staff salaries used in the performance of grant related activities (i.e., project coordinator, data collection, analysis, and entry, etc.).
- The cost to keep a school facility open for after-hour planning meetings
- A portion of staff salaries when they participate in training during regularly scheduled class or work time such as during Friday training
- The cost of supplies that are used for grant activities
- The use of the district, school, or personal vehicle in transporting the team members to and from trainings
- The use of school property in grant activities such as computers, printers, copy machines, etc.
- Mileage paid by the district, school, or individual team members
- Cost for volunteer work pro-rated at a fair market value for work that supports this grant

These funding source contributions must make a direct contribution to the success of the project.

The applicant must make a good faith effort to identify appropriate funding sources or no-cost/low-cost items that will support and enhance the success of paraprofessionals.

Sample Other Funding Source Contributions

|  | Funding Source | Amount | Description |
|---|---|---|---|
| Salaries | 6-B<br><br>M&O<br>M&O<br><br>M&O | 14,000.00 | Portion of project coordinator salary to coordinate grant activities = 6,000<br>Portion of business office staff = 3000<br>Clerical staff to collect data; maintain tracking systems, etc. = 3000<br>Building maintenance & computer support personnel = 2000 |
| Employee Benefits | 6-B, M&O | 3,500.00 | 25% ERE |
| Purchased Professional Services |  | 0.00 |  |
| Purchased Property Services |  | 0.00 |  |
| Other Purchased Services |  | 0.00 |  |
| Supplies | M&O | 2,000.00 | Supplies needed for training = 2000 |
| Other Expenses | M&O | 8,000.00 | Facility use for training = 2000<br>Computer use for training = 2000<br>District vehicle to transport to trainings = 3000<br>Personal vehicle use estimated @ 3000 |

| Capitol Outlay | | 0.00 | |
| --- | --- | --- | --- |
| Total | | 27,500.00 | |

| Instructions | |
| --- | --- |
| In the appropriate line item:<br><br>1. Provide the funding source that will pay for extra grant-related expenses (e.g., 6-B, Title I, local, etc.);<br><br>2. List the estimated amount of other funding source funds;<br><br>3. Provide a description of materials &/or services that will be provided. The description should be broken out in the same manner as the budget (see *Appendix A, Funding Information, Sample Budget & Line Item Description* for examples of the how this should be broken out).<br><br>Multiple funding sources & line item descriptions may be entered into each Function Code line. | The applicant must make a good faith effort to identify appropriate funding sources or no-cost/low-cost items that will support and enhance the success of paraprofessionals.<br><br>Compare to *Education Agency Commitment*, 3.c. Resources identified in that section should have an estimated dollar value provided here. |

| | Exceeds<br>9 – 10 points | Meets<br>4 – 8 points | Falls Below<br>0 – 3 points |
| --- | --- | --- | --- |
| | A variety of significant resources designated to assist the candidates in their studies is identified; all resources indicated in this section are outlined in *Education Agency Commitment*, 3.c. | Some resources that will help the candidates in their studies are identified; resources outlined in *Education Agency Commitment*, 3.c. should be identified in this section. | Minimal to no support is indicated. |

## Appearance, Readability, Directions [10 points]

Grant evaluators should score this section based on the criteria below. After assigning points, deduct the docked points from *Budget* and *Identification of Candidates.*

| Exceeds<br>9 – 10 points | Meets<br>4 – 8 points | Falls Below<br>0 – 3 points |
| --- | --- | --- |
| In addition to the criteria provided under "Meets", there were no discernable spelling or grammatical errors; narratives reflected thoughtful consideration of the questions asked; narratives were presented in a succinct & logical manner; evaluator enjoyed reading the grant application. | Characteristics of the grant:<br>▪ Summaries easy to read & understand<br>▪ No excessive repetition within the narratives<br>▪ No more than three spelling errors, including within the budget justification<br>▪ Applicant followed directions | The applicant did not appear to follow directions; more than three spelling and/or grammatical errors present. |